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SELF-TEACHING HELPS FOR PROVIDING FOR
INDIVIDUAL NEEDS IN READING IN THE CLASSROOM
(Primary Grades)

Service Paper

Submitted by

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B.S. in Education
Boston University School of Education
1936

In partial fulfillment of requirements for
the degree of Master of Education
1946

First Reader: Donald D. Durrell, Dean of Boston University
School of Education and Director of the
Educational Clinic.

Second Reader: Helen B. Sullivan, Associate Professor of Education

Third Reader: Helen A. Murphy, Assistant Professor of Education

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PREFACE

Recent trends in reading practises have been in the direction of the broader concept of reading -- that reading is not merely a subject to be taught, but it is a very important tool to be used in the process of learning.¹ In order that the child be able to use his reading intelligently, opportunities should be provided that will enable him to do so. Since he will derive pleasure and knowledge from what he reads independently, the child must have activities that will teach him this skill and help him to carry it out. Gray² says that:

Of special importance in helping to preserve and further improve our democratic pattern of life is the need for the development of readers capable of free, self-reliant interpretation, wise discrimination, and intelligent self-direction.

There has been a comparatively small amount of material written in the area of self-teaching helps in reading to which the primary teacher can turn readily. However, references have been made in the writings of several authorities, including: Donald D. Durrell; Helen S. Wilkinson and Bertha Brown; Nancy

¹ Janet D. Harris, "The Specialized Remedial-Reading Program versus the Remedial-Reading Program in the Classroom," The Elementary School Journal, 45:410, March 1945.

² William S. Gray, "Theme of the Conference," Co-operative Effort in Schools to Improve Reading, Supplement to Educational Monographs, Vol. 4, No. 56 (Proceedings of the Conference on Reading held at the University of Chicago, University of Chicago Press, September 1942), p. 7.

A very faint, light gray watermark-like image of a classical building with four columns and a triangular pediment is visible in the background of the page.

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Pennell and Alice Cusack; M.E. Broom, Mary A.A. Duncan, Dorothy Emig and Josephine Steuber; Paul Witty and David Kopel; Gertrude Hildreth; Nila B. Smith and Grace Storm; and William Dolch. The books containing these references are listed in the bibliography.

This manual was constructed with the thought in mind of collecting available activities and devices which the primary teacher can use as constructive self-teaching supplementary material. It also attempts to show how these self-directed activities may be carried out efficiently by the children, themselves.

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CHAPTER I: THE PURPOSE OF SELF-TEACHING HELPS IN READING.

Why should children be taught to help themselves in reading? There are many reasons. The time element is one which teachers find rather difficult to adjust to the many and varied needs of the children in their classrooms. Some children may have excellent auditory perception but very poor visual perception. Others may have developed the mechanics of reading very well but their reading is merely a matter of reciting words -- they have no idea of the thought expressed in those words. And so it goes on through a class containing a large number of children no two of whom are alike either in ability to learn or in personality. Each one has his or her own special difficulties. How can the teacher, who has only a limited amount of time which can be spent on reading, utilize this time to the very best advantage in coping with the many problems which confront her? She usually has a number of reading groups in her class and while she is working with one group the other children can be working on activities that will enable them to teach themselves. Specific activities and materials which the children can use themselves will be taken up later. These can be carried out individually, in pairs, or in small groups. Children who are proficient in some phase of reading can be of great assistance to those who need help in that particular area.

Thus more opportunity for dealing with the problems of each child is made possible, in spite of the small amount of time allotted to the teaching of reading.

Review and repetition play an important part in the reading program. The teacher ordinarily has very little time to provide for the constant review that is an essential need of the slow learning child. Through self-teaching devices and methods additional review work can be included wherever and whenever it is necessary.

A more varied and well balanced program in reading can be attained through self-teaching helps. Through independent work done individually as well as that which can be done in pairs or groups, many different reading techniques can be developed. The children will have more opportunity for putting to use the many skills which they have been building than they would had they been forced to rely completely upon the teacher.

We learn a lot from what we teach ourselves. Through devices which help children teach themselves they, too, can derive much that is valuable. They know what they are striving for. They do not become completely dependent upon others. With proper guidance from the teacher the children can help themselves and each other, and in doing this become more thoroughly acquainted and vitally interested in the problems with which they are working.

Certain character and personality traits are brought

out and developed when children are working individually and in small groups. They must be able to get along well with each other and show a spirit of cooperation. Children who are good leaders will stand out and those who might otherwise never get a chance to develop this trait may be given the opportunity. The children will develop independent work habits and will not become unnecessarily dependent upon others. The ability to assume responsibility is brought out. They will gain self-confidence and the shy child will participate more readily.

Self-teaching devices in reading can also be of help in motivating the reading program. They provide for a wide variety of activities which can be made most interesting for the children. These teaching devices can be in the form of games, puzzles, riddles, interesting books to read for pleasure or information as well as mechanics, and activities built around subjects taken from the reading. Activities in which the child himself participates and has some part in carrying out will gain his interest. The vast number of different types of reading techniques to be developed will in itself necessitate a varied selection of reading helps which should keep the reading program anything but monotonous.

In using self-teaching devices the teacher should keep in mind the goals for which she is striving:

1. A mastery of the mechanics of reading -- both in oral and silent reading.

2. The development of the child's ability to evaluate his own reading as well as that of other children.
3. The stimulation of a desire to read.
4. The ability of the child to make use of his reading.
 - a. In reading for sheer pleasure.
 - b. In reading for appreciation.
 - c. In reading to acquire information.
 - d. In reading to increase his experience.
 - e. In reading with a specific purpose in mind.
5. The ability of the child to read independently.
6. The application of material that has been read to outside interests and activities, particularly after a considerable lapse of time.

Her main objectives are to provide as adequately as is possible for the many and varied problems which arise in her classroom and to furnish activities which will give the children opportunity to make use of their reading as well. She must be constantly on the look-out for new difficulties which may crop up daily and those which are overcome as time goes on in order to make her program one that will always fit the ever-changing needs of her class. Methods through which the children can work individually and in independent groups can do much in attaining these goals.

CHAPTER II: TECHNIQUES FOR ADMINISTERING SELF-TEACHING MATERIALS.

TEACHER PREPARATION -- LESSON PLANNING.

Lesson planning and preparation by the teacher plays a very vital part in the success attained from the use of self-teaching materials. The smoothness of the lesson depends very much upon the thought and planning which the teacher has put into it. As a guide to planning, certain points might be kept in mind.

1. Planning should be done prior to the time the lesson is to be used. If adequate preparation is given beforehand, there should be no need for unnecessary questions or interruptions. Time would not be wasted in school and more work would be accomplished.
2. Each step in the lesson should be carefully thought out. The teacher should have everything at her fingertips so that she can explain clearly and concisely just what they are to do and how they are to do it. Children can sense when a lesson is poorly prepared and discipline problems may arise that might otherwise have been checked.
3. The materials with which the children are to work should be ready for them to use and easily accessible.
4. The teacher should be able to sense some of the problems that might arise from the lesson and be prepared to deal with them.
5. Any valuable ideas or suggestions which the children themselves may make should be taken into consideration.

PUPIL PREPARATION.

In order to carry out a program which involves self-teaching methods it is essential that the pupils be adequately prepared.

1. If we are to expect results, the pupils as well as the teacher should know what they are working for. Through a knowledge of their own specific problems the work takes on new meaning. It is something which is designed to help them. They become more interested in it because they have a better understanding of what they are doing. Through this understanding they become more capable of teaching themselves.
2. Sufficient directions should be given so that the children can readily interpret them into action. They should be clear and concise. With complete instructions given beforehand, the pupils can work independently with a minimum of help from the teacher.
3. The children should have all the materials with which they are to work ready in advance. This will be an asset in helping to save time as well as preventing unnecessary confusion later.

SELECTION OF LEADERS FOR GROUP WORK.

Of great importance in carrying out a program involving the use of self-teaching helps is the selection of leaders for group work. It is upon their guidance that the other members of the group must depend. These children are there to help the others. They, as well as the teacher, want everything to go smoothly and to meet with success. In fairness to all

concerned it is essential that great care be exercised in the choice of these group leaders.

The child who is to be in charge of a group should be one who is proficient in the work that is to be taken up. It is very difficult to teach or guide others in something with which one is unfamiliar. Therefore, in most instances, the reading level of the pupil-teacher should be somewhat above that of the children with whom he is working. This does not necessarily mean, however, that the leader must come from another group -- one that is more advanced than that with which he is to work.

Personality traits also play an important part in the selection of a leader for group work. The child who is to take charge of a group should be one who gets along well with the other children. He should be one to whom the children can turn for help. He should be a good leader. He should be cooperative and show a spirit of fair play. He should be one who will treat all the children alike and will not show favoritism to his special friends. If he comes across something he does not know he should not be afraid to admit it and ask someone who does know.

It is advisable to give as many children as possible a chance to teach a group. Frequently a child who may not stand out in the total class picture as one who will make a good pupil-teacher will, if given the opportunity, show outstanding

qualities of leadership. Most children love to teach. Even the very shy, self-conscious child who may contribute little on his own when among a large group. This type of child often derives much that is helpful in overcoming his handicap. He sees others taking charge of a group and he, too, wants to have a chance. He may not ask or show any outward signs of this desire but inwardly he would love to participate. Quite often children who are apt. to be discipline problems turn their energy to more constructive activities if they are given the opportunity to head a group. They become interested in activities which they work out as a group. They are a part of that group and play an important role in its success. Many of these children have underlying traits which might not have been previously recognized but which, through this type of carefully planned group work, may be brought out and given a chance to develop.

If chosen carefully, the pupil-teacher will gain much that is of value to him.

1. He will acquire a better mastery of the work that is taken up. Through the actual teaching of a skill or activity he will come into contact with the many problems which confront the remainder of the group. In dealing with these the child will have a clearer, better balanced picture of what he is doing.
2. He will have the opportunity for further development of desirable social habits.
 - a. Cooperation.

- b. Leadership.
- c. Fair play.
- d. Patience.
- e. The ability to express himself.
- f. A sympathetic understanding of the difficulties of others and the desire to help them.
- g. Responsibility.
- h. Independent work habits.
- i. Reasoning.

3. He can make worthwhile use of his leisure time through this type of work. There are children who finish their work quickly. Frequently it is the superior child who has spare time. He could work very profitably with a slower group or with individual children and would need less preparation than a child who is a member of that group.
4. He will become more interested not only in actual reading itself, but in the processes which are involved in it as well. Through actual teaching he is not only learning and helping others but he is also having fun. Whenever a child is interested and enjoys doing anything he is on the road to doing it well. Thus many procedures that might otherwise become dull and monotonous to the child may be made more inviting and enjoyable.

METHOD OF APPROACH.

Self-teaching devices for small group work should be introduced gradually. If a whole class is suddenly thrown into this type of work simultaneously, confusions will result. The children will have difficulty concentrating on the activity on which their particular group is working. At first, one group working at a time is sufficient. It is best to start a group of the better readers, as they are more capable of working by themselves and become more readily adjusted to a new situation.

After a while it will be easy to work in two groups, then three or more as the children are ready.

The selection of groups is very important. There are a number of points to be kept in mind.

1. The children in a group should have similar needs. They should all be working to overcome the same type of problem.
2. The children should be grouped according to their ability in the techniques with which they are working. If a group is working to improve auditory discrimination, for example, those children who are at the same stage of development in auditory perception should be placed together, regardless of where they are actually reading in books. This will very often, in a first grade let us say, make it necessary for some children who are reading from primers to work with others who may be in first readers. Therefore, it is vitally important that the teacher exercise great care in grouping her children according to their ability and needs in the specific techniques with which they are dealing.
3. The groups should be subject to change whenever necessary and not be considered permanent once they have been formed. Frequently children advance from one group to another, as they have acquired new techniques and can progress at a faster rate than the group with which they had been working. Other children, because of absence or various other causes, may need to work in a slower group than that in which they were placed originally. Thus, the teacher must always be on the alert to see that each child is put in the group most suited to his ability and needs. As soon as she finds a child outgrowing that group or the group outgrowing the child she should place him in another group where he will be better adjusted.
4. The children must be able to work well together. Unless they can, they will derive very little that is of value to them from the lesson. Any child who is unable to get along with the remainder of the

group should be taken out and given work which he can do individually. Gradually, by working alone, then with one or two other children, he will be able to work into his group harmoniously.

5. The groups should be fairly small. A group containing up to six or seven children can work very well together. However, the number of children in the group will ordinarily be determined by the number of children who will fit into that group.

METHOD OF ATTACK.

There are three ways of utilizing self-teaching devices. They may be used by the children individually, in pairs, or in groups. No one method should be used exclusively. A well balanced program in reading will make use of them all as each type has its own specific value.

Self-teaching helps designed for children to work with individually would include materials with which the children can work independently at their seats. There are a number of activities that would come in this category. Some of these are:

1. Puzzles and games that the children can do by themselves.
2. Workbook material.
3. Mimeographed material which the teacher has devised in connection with work that had previously been taken up.
4. Blackboard work that will be of value in overcoming weaknesses.
5. Silent reading with checks or activities which will provide for comprehension.

6. Library reading.

- a. Informational reading through which the children may find material on topics or activities to be contributed to the rest of the class. In some cases each child may have an individual topic for research.
- b. Reading individually to find an interesting selection to read to the class.
- c. Reading for the sheer pleasure of reading.
- d. Reading for appreciation.
- e. Reading to increase experiences.

Much of the work that can be done individually or in groups may also be applied to children working in pairs. Frequently it is advisable to have one child help another in a particular skill with which he has difficulty. By having as a pupil-teacher one who is proficient in the technique in which the child needs added assistance, a great deal can be accomplished.

Most every type of reading activity can be profitably worked out in groups. Materials and the techniques which they develop will be taken up in the next chapter. Once groups are carefully organized and the work well planned, there should be very little for the teacher to do during the lesson. The children should feel free to consult the teacher, however, in anything with which they are unable to cope themselves.

SELECTION OF MATERIALS SUITABLE TO USE FOR THIS TYPE OF WORK.

The selection of suitable materials is extremely important in carrying out successfully a self-teaching program. There are a number of things to keep in mind when choosing materials with which the children are to work themselves.

1. The level of the materials should be suited to the ability of those who are to use it. Often if an oral reading selection is to be used, it is helpful to have the material somewhat easier than that on which the children are working with the teacher.
2. The materials should be selected with the intention of meeting the particular needs of the children. Unless they are chosen with the purpose of helping to overcome some specific difficulties of the group they will have very little value. They should not be mere "busy work" -- something that will keep the children busy and thus out of mischief. This will come, it is true, but only as a result of material carefully planned and chosen to provide for the improvement and development of those reading techniques in which the children need added assistance.
3. The materials selected should provide interest and motivation. They should help to make the reading process one that is not only necessary and useful, but enjoyable as well. Children love to read -- once they find that it is a medium through which they can derive pleasure. As they become more interested they will have a stronger desire to overcome their weaknesses. Reading can be made both remedial and enjoyable at the same time. We, as teachers, must do our best to make it so if we are to instill in the children a genuine desire to read.
4. Careful consideration should be given to the length of the selection or lesson to be used. The work to be covered should be planned so that it can easily be completed while the children are still interested.
5. There should be variety in the materials used. Not only does variety in activities add to interest and

help motivation, but it also aids the teacher in finding those devices which are most effective for use with her particular groups. Some children like certain types of things better than others which are designed to meet the same needs. Some children or groups are capable of using activities which others can not carry out by themselves. These points should be taken into consideration in planning for suitable materials. Only those devices which are most effective in attaining the desired goals should be used frequently. The number of difficulties to be overcome will in themselves necessitate a variety of materials to be used.

6. Often the material can center around the child's own interests. Activities which can in some way be connected with any specific interest should, if possible, be utilized.
7. Material which the children themselves create can frequently be used very effectively. Children love to create. They often design devices which they can readily use and in doing this the value is greatly increased.
8. In the selection of material for the children to use themselves, careful consideration should be given to the actual make-up of the devices used.
 - a. The size and type of print used in materials to be read should be similar to that to which the children are accustomed.
 - b. Blackboard work should be clear, carefully written, and dark enough and large enough for the child to read easily.
 - c. Any mimeographed material should be legible and clearly done.
 - d. Devices which the children use for games and other activities should be of suitable size for them to handle and use easily.
 - e. The directions for using the materials should be stated clearly and concisely.
 - f. Materials should be constructed with a certain amount of durability in mind. For example:

- 1) Materials such as oak tag or card board should be used in making such devices as flash cards, games, puzzles, etc., which are used over and over again.
- 2) Writing done with crayons will smudge easily. The use of pen and ink or a fine paint brush and black paint is more practical and will last longer and remain clear.

g. Materials should be neat and attractive.

9. There should be some place reserved in the room where the children can have easy access to these materials.

With this careful planning and preparation, supplementary self-teaching activities should be of great value in the reading program.

CHAPTER III: SELF-ADMINISTERING MATERIALS.

This chapter will deal with specific supplementary reading materials and activities which can be carried out by the children themselves. These materials will be taken up under the reading skills and techniques for which they are intended to develop.

ORAL READING.

Oral reading in a group with a pupil-teacher provides added experience in working for fluency and expression, as well as for comprehension which will be taken up separately later. It also gives the children much pleasure, particularly those reading on a first or low second grade level. When reading orally in self-directed groups their errors can be corrected and they can work together on the difficulties which are to be overcome. The children should know what they are working for themselves in order that they may do it effectively. Since children learn new things more easily by doing them, the more opportunity they have to use their new techniques in actual reading the more profitable will be the results.

In working for expression simple material which will give the children very little trouble with vocabulary should be used--books that are somewhat below the child's actual reading level. The dramatization of material containing

conversation and the reading of plays is helpful. The re-reading of material, putting feeling and expression into it so that the child is reading as though he were actually talking, is valuable. The rhythm in poetry is often an aid to improving expression.

In working for fluency the use of a great deal of easy, well motivated material is again essential. The constant repetition of words which the child has learned gives added review of these words in different contexts through actual reading experiences and will do much to improve fluency. Material containing good picture and context clues will, if the child knows how to use them, make the reading go more smoothly.

Children can derive much pleasure from books read orally. There are many books designed for pleasurable reading -- books with good, entertaining or informative stories that are well illustrated. Certain activities can be used to help make the reading more enjoyable:

1. One child can dramatize a sentence, paragraph or part of a story that has been read or is to be read. Another child can look for the description in the book and read it when he finds it. This can also be done with a character in the story as well.
2. Children can choose short selections to read to the group. These can include poems, stories, newspaper clippings, excerpts, and other material which is of interest.
3. Part of a story can be read orally. At an interesting or exciting point the children can close their

books and each child can tell his own version of the conclusion of the story. Then the children can go on and read the ending in the book.

4. The reading lesson may be in the form of a radio program. There can be an announcer who will call on each one in turn to do his part over the so-called radio. This can be done in two ways:

- a. Each child can read a selection which he has chosen so that there will be a variety in the type of material read as well as in the books selected.
- b. One continuous selection can be used from the children's reading book. As the announcer calls each child to take his part in the program he can give a little introduction such as;

" _____ will tell us where the story takes place."

" _____ will tell us who the characters are."

" _____ will tell us something that they did."

" _____ will tell us what happened then."

" _____ has a surprise for us."

5. The children can read for the sheer pleasure of reading. No further comment need be made other than any interesting discussion among themselves as a result of something which they enjoyed, something that may have amused them, or something which the story may have brought to mind. These ideas or thoughts should come from the children themselves. The type of story to be used in this case should be one that is well motivated.

SILENT READING.

Silent reading gives the children added opportunities to read for pleasure, appreciation, information and with a specific

purpose in mind. It enables them, then, to make use of their reading. As adults, most of our reading is done silently. There is very little occasion for most of us to read orally to ourselves or to others. This, then, should be one of the major considerations in planning a well balanced reading program that is to meet the future, as well as the present, needs of the children. Oral reading is essential in developing the mechanics of reading, for it is only through hearing the children read that their difficulties, confusions, and poor habits become apparent. With beginning readers oral reading is most important in order that the children build a good reading vocabulary and form good reading habits. Once the children have acquired a fairly good reading vocabulary and are able to read independently, their reading can become more meaningful and many new experiences will be opened to them through silent reading. It will not be a mere matter of reading words on a printed page and watching out for fluency, expression, punctuation, and the many other skills for which they are working in oral reading. It will open new doors in the fields of science, social studies, literature, music and many things going on that may be of interest to them. Silent reading should be started in the first grade, as soon as the child has developed sufficient vocabulary and skill to read independently. Books that are below the child's actual reading level

should be used, particularly at first, so that he will develop good silent reading habits rather than faulty ones.

Here are a few activities which the children can carry out themselves in helping to increase their own speed of silent reading.

1. One of the best ways to help the child increase his silent reading speed is through the use of much simple material that is well motivated. In using books that are at least a level below the child's reading grade he will have very little difficulty with vocabulary and can read along with ease and at a much faster rate.
2. Books containing good picture and context clues.
3. Material based on the child's interests will help increase his rate of reading. If a child is especially interested in aviation, a book containing something on this subject will be valuable to him. Another child, who may be particularly fond of animals and not as interested in airplanes, might find a book on aviation a bit dull and thus his speed of reading would be slower, but given a selection of animal stories his interest would be aroused and his speed of reading would be stepped up considerably. Aside from his enthusiasm, the knowledge and ideas which he may have acquired through outside activities and experiences in connection with his special field will do much in giving him clues that will help in more rapid reading. Helen Blair Sullivan¹ has prepared a selected list of books which is designed to help the teacher to locate "material in which the interest level is several grades higher than the vocabulary level."

¹ Helen Blair Sullivan, "Selected List of Books for Remedial Reading", Improvement of Basic Reading Abilities, by Donald D. Durrell; Yonkers-on-Hudson, New York: World Book Company, 1940. p 112-114.

4. The children can be given a selection in a reading book. The pupil-teacher can have the children scan a certain paragraph or page in order to locate the answer to a question which he has asked the group. The children can see who finds the correct answer first. These questions may be prepared by the teacher in advance and discussed with the pupil-teacher or the pupil-teacher may ask his own, providing he knows how to do it effectively.

Library reading should play an important part in the silent reading program. Much in the way of constructive independent activities can be accomplished with adequate classroom library facilities. There should be enough material provided to enable each child to read at his own level in a variety of subject matter fields. The wide range of vocabulary and interest levels that are to be found in every classroom should be taken into consideration in the selection of books. Supplementary library reading that can be carried out independently by the children is of great value not only in building good library habits and techniques, but also in increasing the children's enjoyment in reading, helping them to acquire knowledge, and in opening doors to new interests and activities. Self-directed library reading may be carried out in several ways:

1. The pupil-teacher can be the librarian for his group. He will help the other children select books which may be of interest to them. He will keep a record of the books which each child chooses through the use of library cards or some other device through which the books taken out may be listed. It will be advisable for the teacher to have the library books arranged according to their reading level so that the children

can easily find the ones suited to their abilities, until they have developed sufficient skill in their selection of books.

2. Children can read library books during their leisure time.

There should be constant checks made on independent silent and library reading. Materials and activities designed to help comprehension will be taken up later. However, there are a few ways of checking independent reading that can be suggested here.

1. The children can keep a chart in connection with their independent reading. This can be made on unprinted newspaper about 24" by 36" and placed on an easel or bulletin board where the children can reach it. It can be called Our Independent Reading. Names of the books are placed across the top while subjects for the children to write comments on are listed down the side:

	<u>Sniffy</u> ²	<u>Poky Bear</u> ³	<u>Epominandos</u> ⁴
Why do you think this book was written?	Because it was interesting for us to read	It was fun for us to read.	Because it was funny.

² D.M. Stearns, Sniffy. New York: Farrar and Rhinehart, Inc., 1940.

³ Helen Evers, Poky Bear. Chicago: Rand McNally and Company, 1942.

⁴ S.C. Bryant, Epominandos and his Auntie. Boston: Houghton Mifflin Company, 1938.

	<u>Sniffy</u>	<u>Poky Bear</u>	<u>Epominandos</u>
Write what you liked best in this book	Sniffy.	Poky Bear.	The way he stepped in the pies.
What character or characters did you like best?	A little skunk.	The little bear.	The loaf of bread.
What character or characters didn't you like, if any?	I liked them all	I liked them all.	Epominandos Auntie.
Did you learn anything from it? If you did what was it?	How skunks live.	No.	I liked them all.
Make a picture of something you liked in the book.			Auntie.
Is the book easy or hard to read?	Easy.	Easy.	No.
			What not to do.

	<u>Sniffy</u>	<u>Poky Bear</u>	<u>Epominandos</u>
Did you like it? Why?	Fair.	Fair. Good.	Very good. Fair. Good.
Who would like to read it?	People who like animals.	Children who like animal stories.	Everyone. Someone who likes silly things.

The children can fill the squares in after they have completed the stories. It may be necessary to have a separate chart for each group in order to be able to include all the reading books. Since each child will not be able to write comments on all the books because of lack of space, individual copies can be duplicated so that everyone in the class may have one and keep his own records. Children may have varying opinions on many books. This will help the teacher to become better acquainted with their tastes and interests. Through this type of record it is possible not only to tell how many and what books a child has read, but also what he got from his reading, at a quick glance. The emphasis should be placed on what the child gets from his reading rather than how many books he has read, as is so often the case.

2. The children can write riddles or questions in connection with their reading to ask each other.
3. Book reports can be written or given orally.
4. If a child has found a book which he has enjoyed particularly, he may be given a chance to tell the group about it. Rather than give the story, he may tell the children why he liked it and why he thinks that they might, too.

Supplementary work in reading to acquire information or with a specific purpose in mind can be accomplished through self-administering techniques in silent reading. Some ways in which this may be done are:

1. The children can read independently in order to gather information in connection with some class or group project. Each child may be given a special topic for which he is responsible in obtaining material to report to the class or group. Or a group may look up material together, selecting one child to explain their findings to the remainder of the class.
2. Children can read independently to back up some argument or discussion that may have come up as a result of some activity.
3. The teacher can write on the board or mimeograph statements which the children are to identify, through their reading, as true or false.
4. Independent reading can be done in order to make an individual or group scrapbook. Such a project might contain items of interest in social studies, science, health, safety or other subjects on which they are working.

WORD ANALYSIS

A great deal of supplementary self-teaching activities can be constructively carried out in dealing with word analysis. This is an area which plays a very vital part in the building of good reading techniques that will help the child to read independently. A well balanced program will include not only work in auditory and visual perception and independent word analysis, but also the opportunity to make use of these skills in actual reading. This latter can best be accomplished

through extensive easy independent reading similar to that described under the sections on oral and silent reading. Unless the child can apply what he has learned to whatever reading he does it is of very little, if any, value.

The development of auditory perception is essential in helping children to analyze words independently. Building Word Power⁵ does much in showing the teacher what letters and blends to take up first and in giving specific lessons for their development. Following, are some self-teaching activities that will be of help to those children who need added practise in ear training:

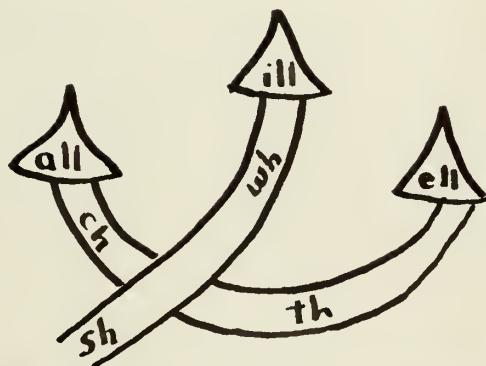
1. A game which the children love to play and which works out very well in self-directed groups is one in the form of a guessing game. One child can think of a word and then tell the remainder of the group the first letter in the word. The other children are to guess what the word is. The children should know what type of word has been chosen. For example, the child who is "it" may say, "I am thinking of something in this room that begins with 'f' ". The children can then guess such objects as "floor" or "flowers", as they glance about the room. Various other types of word groupings may be used in connection with any particular interests or activities of the children, for example:

- a. Something that is a part of an airplane.
- b. Something connected with aviation.
- c. Something to eat.
- d. Something to play with.

⁵ Donald D. Durrell and Helen B. Sullivan with the co-operation of Helen A. Murphy and Kathryn M. Junkins, Building Word Power. Yonkers-on-Hudson, New York: World Book Co., 1941. 94 pp.

- e. Some animal.
- f. Something in a store.
- g. Something you use to work with.
- h. Something to wear.
- i. Something that grows.
- j. Someone who helps us.
- k. Something that helps us grow.
- l. Something outdoors.
- m. Something indoors.
- n. Something in school.
- o. Someone's name.
- p. Something to do with boats, trains, cars or other methods of transportation.

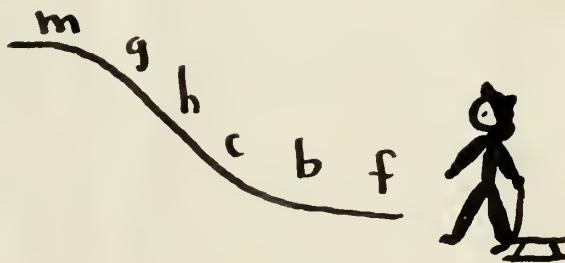
2. A circus game can be used by drawing roads and tents on the board or on unprinted newspaper at an easel. Initial consonants and blends can be placed on the roads, while the tents can contain final blends.



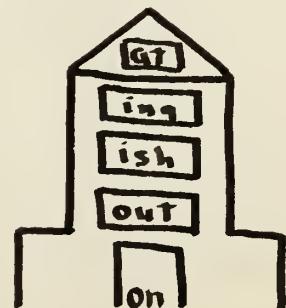
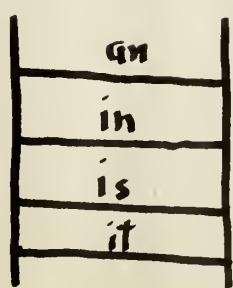
Each child sees how much of the circus he can take in by giving words that begin as those on the roads and ending as those in the tents. No word can be given twice.

3. For individual work the children can make a list of all the words they can think of beginning or ending with any particular letter or blend with which they are working. In the first grade, or with other children who cannot spell, pictures should be drawn representing those words which they are not able to spell in so far as it is possible. Also lists of words such as names of people, things to eat or toys can be used.

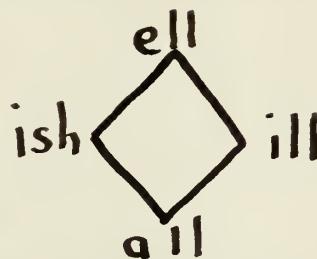
4. One child in a group can start with any word. The others in the group think of a word beginning with the last letter of that word. For example, if the first child said the word "hat" the children would then think of something beginning with "t". The one who thinks of a word first has the next turn.
5. The children can make charts or booklets using pictures of words beginning with certain letters.
6. The pupil-teacher may say a group of words beginning with, let us say, "ch". Other words that begin differently should be interspersed among these. When the children hear a word that does not begin with "ch" they raise their hands or clap.
7. The children can see if they can get all the way up the hill so that they can go coasting.



In order to get to the top the child has to give a word beginning with each of those letters placed on the hill. No two children can use the same word. Initial blends and final consonants and blends can also be used. In varying this same activity the children can also climb a ladder or a skyscraper.



8. A form of baseball game may be used with word endings and initial consonants. The word endings are placed on the baseball diamond.



A letter is selected to begin these words. For example, let us take the letter "f". If each ending can be made into a word with the addition of the initial letter "f" then that letter can make a home run. The words made here by adding "f" to the beginning would thus be "fall, fill, fish", and "fell". These are all words so "f" gets a home run. The addition of "b" would only result in a three-base-hit and would not be a home run as "bish" is not a word. This game may be played in two ways:

- The leader of the group can choose the letter to be selected and the child who can tell first just how many bases the letter makes gets a point. The child scoring the highest number of points right wins.
- The children can try to think of letters that will make home runs. Those thinking of the most will win.

9. Rhyming words can be used to answer questions. The leader of the group can start off by saying, "I am thinking of a word that rhymes with dish. It is something that lives in the water. What is it?" The child who gives the correct answer first has a turn to ask a question.

10. The children can pretend that they are going on a picnic. They will take with them things beginning with a given letter. If the letter happens to be "p" the first child may say, "I am going on a picnic and I am taking a pie." The second child will take what the first child selected plus something of his own choosing. Thus, he may say, "I am going on a

picnic and I am going to take a pie and some popcorn." The third child may say something like this, "I am going on a picnic and I am going to take a pie, some popcorn and two pickles." Each child in turn adds what he wants to take after repeating those mentioned by the preceding children. The alphabet may also be used if the children know it or are working on it. The first child would then select a word beginning with "a", the second child a word beginning with "b" and so on through the alphabet.

11. A booklet may be made which can, through the use of the alphabet, serve as a guide in helping the children to keep in mind the various sounds of the letters. Such a booklet can be built around some center of interest such as:

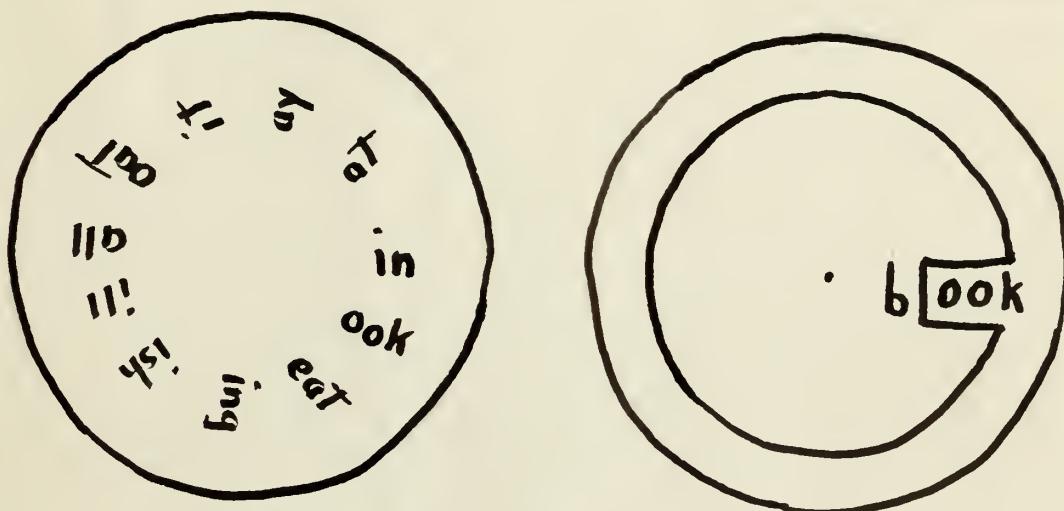
- a. Around the alphabet with story book friends.
- b. The alphabet that is good to eat.
- c. Around the world with the alphabet.
- d. Some A B C's of music.
- e. The traveling A B C's.
- f. Up in the air with the alphabet.

A picture and the word associated with whatever has been selected for each letter should be included.

12. The pupil-teacher can read or say two words. The children are to tell whether they are alike or different from hearing them. Words such as "nor" and "more", "when" and "win" and other similar combinations that are difficult to distinguish are good to use. The leader must pronounce the words distinctly.

It is also necessary that some children have added work in associating the sounds with their visual forms. Here are a number of self-teaching devices which can be used in the development of visual perception.

1. Word wheels can be used for teaching beginning consonants and blends. They are made by using two circular disks, one smaller than the other, cut from oak tag.



The initial consonants or blends are placed on the top wheel right next to the slot. The word endings are placed on the bottom wheel so that when the two wheels are fastened together and rotated different words are formed. Durrell⁶ gives specific word lists for the various letters that can be used in each of the first three grades in his Improvement of Basic Reading Abilities.

2. A word building game which is a modification of "authors" can also be used. This is very helpful for those children who need to work particularly on

⁶ Donald D. Durrell, Improvement of Basic Reading Abilities. Yonkers-on-Hudson, New York: World Book Company, 1940. Pp. 221 - 227.

word endings. Cards can be made from oak tag about 2" by 3". The four forms of the word used are printed on each of four cards which make up a set. Each card has these forms arranged with a different key word at the top, for example:

<u>HELP</u>	<u>HELPS</u>	<u>HELPED</u>	<u>HELPING</u>
helps	help	help	help
helped	helped	helps	helps
helping	helping	helping	helped

There can be any number of sets of words taken from the vocabulary with which the children are familiar. The number of sets to be used may depend upon the number of children who are to use them. The cards are shuffled well and four are dealt to each child. The remaining cards are placed in a small pack face down on the table. The object is to see who can collect the largest number of complete sets of cards. The first child to play will call for one of the three words listed under the key word in a set which he wants to complete. Any player holding that key word gives it to him. The child continues to call words as long as he draws a card from some other player. He then takes a card from the pack on the table, discards a card and the next child has a turn. The child holding the largest number of complete sets of cards wins.

3. The children can find small words in larger ones. Groups of words may be mimeographed or placed on the board and the children circle the smaller ones. Use words such as "forget, into, about, ball" and "around". If a child finds more than one word they should all be circled.
4. Lists of words may be classified according to beginnings and endings.

It is very important that the children be able to analyze words independently. They must not only be given exercises that help them recognize the sounds of the word elements and their visual forms, but they must also be given

much training in the independent application of these techniques. Since a program of word analysis is designed to help the children meet new words independently, it is of utmost importance to give them plenty of opportunity to do so. Some methods of providing for this type of activity are:

1. The children can see how many words they are able to make from the letters contained in a word, phrase or sentence which the teacher has put on the board. The use of a phrase or sentence usually works better with children in the primary grades, unless a rather long word can be found. The teacher may select this herself from some reading book which the children are using or from something of interest to them at the moment, or the children may choose something themselves from which they would like to make words. Topics such as the children's names, the date written out in full, birthdays and holidays, the weather, and special/activities in which they have participated can easily be used. No letter may be used more often in a word than it appears in the basic phrase or sentence. For example, if "George Washington" is to be used in forming words a child could get the word "see" as there is an "s" and there are two "e's". He could not, however, use the word "grass" as there is only one "s". The word "good" could not be used, either, as there is no "d". The child making the largest number of words wins. The words must be correctly spelled.
2. Finding little words in larger ones, as described in number 3 on page 32 under visual perception can also be used here.
3. An adaptation of "anagrams" may be used. Print letters on small cards, about an inch square, made from oak tag. These cards are placed face down on the table. Each child takes ten letters, leaving a pile on the table to draw from later on. The children make words from the letters which they have. The first player draws a card from the pile on the table. He may use it to take a word away from another player if he can make a new word or add another part to that word. It may also be used in changeing any of his own words, if he so desires.

Each child takes turns until there are no more cards on the table. The child having the most words wins.

4. The children can see how many different forms of a word they can make. A list of words can be placed on the board. This list should contain words that the children are working on. They will then write the various forms of these words. For example, the word "want" can be made into "wanted, wants, wanting".
5. Through much simple oral and silent reading, as has been stated before, the children will have a chance to use their word analysis techniques in meeting new words in actual reading situations.

WORD RECOGNITION.

Quick recognition of words is essential to good reading.

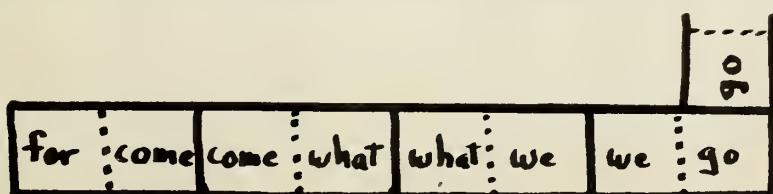
When children have to hesitate at words on which they are insecure the meaning and enjoyment that should be derived from the reading is interrupted and added eye-movements hamper fluency. Much in the way of word recognition can be accomplished through supplementary devices and activities that can be carried out by the children themselves.

1. The most common method for improving recognition of words and providing review is through the use of flash cards.
2. The use of the tachistoscope⁷ is one of the best

⁷ A tachistoscope, which is part of the Durrell Analysis of Reading Difficulty test may be purchased separately along with some ruled cards for the teacher to use in preparing her own exercises, from the World Book Company, Yonkers-on-Hudson, New York.

ways for developing quick word recognition. Through this device words can be exposed for a fraction of a second, or for whatever length of time is desired, and immediately concealed by means of its rapidly moving shutter. The words should be typed or printed clearly in ink on the cards to be used. The pupil-teacher should be one who has mastered these words fairly well.

3. A list of words may be placed on the board for the children to illustrate. It is of help to the child if he not only illustrates the word but also writes it beside the picture he has made. Such words as "run, house, arm, barn, dog, tree, red", and "fire" may be used.
4. The game of "Wordo", which is an adaptation of "Bingo" or "Lotto" gives added practise in word recognition. Cards can be cut from oak tag and ruled so that there are five rows of squares going both horizontally and vertically. Type or print the words clearly in these squares. Rule several cards the same way, placing the words in a different order, leaving some out and duplicating others, on each card so that no two are alike. There should be enough cards made in a set so that each child who is to play may have one. This will depend upon the size of the group. These same words are typed or printed on small cards that will fit the squares. As the pupil-teacher reads the word on a card those children who have that word cover it on their card. Construction paper or oak tag may be cut to fit the squares so that there are enough blank ones for the children to use to cover their words. The child who covers five words in a row horizontally, vertically or diagonally first wins.
5. An adaptation of "Dominoes" can also be used. Cut cards about 1" by 2". These cards can be marked off and printed as dominoes with words taking the place of the dots. The game is played as dominoes.



6. A game played as "Rummy" where the children build sets of words that are alike is also helpful. A set consists of three cards containing the same word.
7. Action word cards may be used effectively. Flash cards are made from oak tag. Words such as "run, jump, hop, walk, tall, under, over, throw," and "shut" are used. The child does what the word says or shows through some form of action that he knows what the word means. Objects to which the child can point may also be used, such as "book, hand, arm, door, table, chair," or "picture". Pictures representing the word, drawn on the reverse side of the card, would make it possible for the pupil-teacher to be one who needs extra help on those words, too. These pictures would enable him to recognize words on which he is insecure and thus help the others unaided. This would provide opportunity for some children who might otherwise not have a chance to lead a group.
8. Each child may be given an advertisement. He cuts out or writes those words with which he is familiar. The child who has the longest list wins. Sentences may be made from these words as well.
9. Distribute word cards to the children. Have two cards alike for each of the words used. Two children having cards that are different pass around the group looking for the duplicate of their cards. The child who finds his word first wins.
10. The children can bring in labels from cans and miscellaneous items from home. They then see how many words on these labels they can learn by themselves, or in their own groups. The pictures on the labels will help in giving context clues. A list of their new words may be made and the class can see which group or child gets the most.
11. An exercise that will help in finding words quickly can be worked out from the children's own reading books. The leader calls a word from a designated line, sentence, or paragraph and the children are to see how many times that word appears in these lines. The child who gets the correct number first is the winner.

12. Word matching exercises may be mimeographed for the children to use.

PHRASE WORK.

Good phrasing is essential for fluent, meaningful reading. Some self-teaching activities that will provide added work in phrasing are:

1. Considerable reading of very easy books is of utmost importance in the development of good phrasing.
2. The best method for developing quick recognition of phrases is through the use of a phrase tachistoscope⁸. This is similar to that used for words (described in number 2 under word recognition on page 34), the only difference being that it is larger, making it possible to use phrases.
3. Phrase flash cards may be used.
4. The children can act out phrases. For this, phrases are printed on cards and the children follow the directions, for example:

close the door	run lightly
open your book	walk slowly
talk softly	throw the ball

5. The children can match phrases in mimeographed material.
6. Cards may be made from oak tag about $\frac{1}{2}$ " by 1" and phrases typed or printed on them. The children put these phrases together to make sentences.

⁸ A phrase tachistoscope may be purchased along with some ruled cards for the teacher to use in preparing her own exercises, from the World Book Company, Yonkers-on-Hudson, New York.

7. Phrases may be put on the board for the children to illustrate. The children copy the phrase and then draw a picture. Phrases similar to these may be used:

a red barn	what fire burns
a chimney on a house	some children
something green	two brown chairs
a boy running	a pair of shoes

8. Stories can be cut from old readers. Paste these on envelopes, cards, or construction paper. Cut duplicate stories into phrases from which the children build the original story.

9. The game of "Dominoes" may be played with phrases as well as words.

10. Place phrase cards along the blackboard ledge or in a row where they can be seen. The leader reads one and calls on a child to find it.

11. The rhythm in the reading of simple poetry is helpful.

12. The pupil-teacher starts a phrase and calls on someone to complete it. He can use such phrases as:

up the _____	round and _____
up and _____	away we _____
mother and _____	here we _____

COMPREHENSION.

Reading without comprehension is not only of very little value to the child, but may become harmful to him as well. When a child lacks understanding of what he reads the words he sees on the printed page are nothing but mere words to him and are very colorless, conveying no meaning. He will lose interest in his reading, for to him it will be a rather

painful and monotonous process. The enjoyment and pleasure that should come from reading is a result of the comprehension of the thoughts expressed in the words. Some form of check should be used if the children are to develop an understanding of what they read -- both for comprehension of details and also for comprehension of general ideas.

Some methods for checking comprehension of details in what is read are:

1. After having read a story the children may illustrate certain details from it such as:
 - a. Where the story takes place.
 - b. How a character was dressed.
 - c. The house they lived in.
 - d. Certain characters in the story.
 - e. Something interesting that happened.
2. Lists of questions may be mimeographed using any of the various types of questions -- objective, completion, multiple-choice, and true-false.
3. It is often quite profitable to have the children make up their own questions. When reading orally in a group the pupil-teacher may devise questions for the rest of the group to answer. Upon the completion of a silent reading assignment, as well as in oral reading, when the children are in their respective groups each child may have a turn to ask a question taken from the reading. No two questions should be alike. In doing this the children not only have to be able to comprehend enough to answer the questions, but their thinking must be sufficiently stimulated to enable them to find thought provoking material which they can easily turn into questions for the other members of the group.
4. A device similar to the game of "Charades" is extremely helpful. Have a child choose a character in the story and act the part of that character. The other children then guess whom he is supposed

to represent.

5. A game making use of riddles can be "What am I" or "Who am I". Each child describes whatever or whoever he is for the others to guess. He may say, for example:

"I am round and flat.
I am good to eat.
I can roll.
A lady made me but I rolled away from her.
I rolled away from a little old man and a wolf, too.
Who am I?"

6. The children can read with a purpose in mind. The reading may have been prompted from a desire to find out about something in which they are interested. They may want to know how to take care of a little pollywog that has been brought to school. Questions may have been prepared for the children to look up the answers as they read or they may read to follow directions.
7. The children may tell stories that have been read independently to the group or to the class.
8. The children may illustrate, dramatize or tell the part of the story that they enjoyed most.

Comprehension of the general ideas or the main thought that is conveyed in what is read is also important. This may be secured through such self-directed activities and devices as:

1. The children can give the general thought obtained from the selection that was read.
2. Have the children tell what they would have done in a situation similar to one they had been reading.
3. After a selection has been read the children discuss the qualities and type of personality of the various characters in the story. They can give the reasons why they did or did not like them.

4. Prior to the reading of a story the children are given a few minutes to look for clues obtained through pictures or skimming that will give them an idea of what the story is about. The children then close their books and develop their own version of the story. When this is completed they read the story in the book and see how it differs from theirs.
5. Have the children summarize a unit or story.
6. Ideas from the reading may be arranged in sequence or outlined simply.
7. The children may think of suitable titles, other than the one given, for a story, poem or other type of selection used.
8. Summarizing sentences may be given for a selection that has been read.
9. Have the children find sentences that tell the main ideas of the author.
10. Have two children pretend that they are two characters in a story. They will make up a conversation, talking as though they really were those characters.
11. The children may criticise what they read. They can explain why they liked or disliked it. They may even have their own ideas as to how it might have been improved, if they did seem to enjoy the selection.
12. The children may make or match headlines for stories.
13. Book jackets may be made for books which the children are reading. These may be displayed in the room where the whole class will have the opportunity of seeing them. If these are made in connection with books used in individual or library reading they may help interest other children in wanting to read them, too.
14. Some types of stories lend themselves easily to simple debating. When this is possible some children may take one side while an equal number takes the opposite point of view. Those remaining in the group may be the judges and determine which side wins. The

winning side should be chosen as a result of their arguments rather than the personal point of view taken by those children who are doing the judging.

15. The children may list all the words they can think of that describe certain characters, objects or pictures from their reading.

WORD MEANING.

Unless the word meanings are clear to the child he will get little continuity of thought from what he reads. Each word in a selection plays an important part in helping to convey some message or idea to the reader. When certain of these words become colorless to the child and are beyond the realm of his understanding he will often lose the thought which was intended and the remaining part of the selection will either make little sense to him or the sequence will be broken. If the child is to find his reading a pleasurable experience, it must be made meaningful to him. Much can be done by the children themselves that will prove very profitable in word enrichment.

1. One of the best ways to develop word meanings through individual practise is to put sentences on the board for the child to illustrate. He copies the sentence and then draws the picture. Use sentences in which each word contributes to the meaning and the comprehension of one word does not give the sentence away. For example:

Make

- a. What has a roof.
- b. What you use a toothbrush for.
- c. What you can go up and down.

- d. What you would not want to sleep in.
- e. Something you use to eat with.
- f. Something a bear likes to eat.
- g. A room to eat in.
- h. What you don't do in school.
- i. A silly hat.

2. Several words that will lend themselves easily to dramatization may be written on cards which are placed where the children can see them. There should be more words than there are children. Each child acts out any one of these words and the others try to tell which word has been chosen. The children may also select their own words from a story they are reading, indicating the page or paragraph where it is to be found.

3. The children can classify groups of words.

4. The leader may give two words, such as "apple" and "peach". The other children will think of a word that fits that particular category, such as "pear". The child who thinks of an appropriate word first has a turn to give words. Such groupings may be used as:

- a. Morning, noon and _____. (night)
- b. Roses, tulips and _____. (some other flower)
- c. Pennies, nickels and _____. (some form of money)
- d. John, Dick and _____. (a boy's name)

5. The leader distributes cards with different words on them. He then calls for them by meaning, such as:

- a. How does mother make cake? (bake)
- b. What does scissors help us do? (cut)
- c. Something on a house. (chimney)
- d. What comes out at night? (stars)
- e. The name of a little girl. (Jane)
- f. An animal that loves honey. (bear)
- g. Something that is pretty and grows. (flowers)
- h. Something that has doors. (house)

To vary this procedure the cards may be left where the children can see them. Each child has a turn to give the meaning of a word and the others find that word.

6. The children may be given groups of words -- using either cards or mimeographed material -- to be rearranged into sentences.
7. The use of synonyms and antonyms is helpful. Have the children select words that have the same or opposite meanings.
8. For certain words that need added enrichment, have the children discuss or draw pictures of something that will be an aid in helping them to remember it. Sometimes little clues are brought about through added explanations of a word among themselves that may be helpful to the child.
9. Give the children a group of words. They are to tell what each brings to mind. See how many different ideas can be recalled from a single word.
10. Have the children match definitions with the words which they describe.
11. The group is given several words from which the children are to make up a story, weaving these words into it. The same set of words may be given to more than one group. After a story has been built around these words, one child from each group is selected to tell the story composed by his group to the others. It is interesting to see the variety in methods of treating the same words by the different groups, as well as the various uses made of these words.

CREATIVE WORK IN READING.

In a well balanced program of reading there should be some provision made for creative work. Children take great pride in anything which they work out by themselves for others to use. It not only makes their work more enjoyable, but it brings it closer to their own experiences. It makes them

think and enables them to put to use the many techniques on which they are working not only in reading, but in language, spelling and art as well. It helps make their work more meaningful, for in creating their own material the children must have some knowledge of the underlying principles involved and their practical applications. Many opportunities for this type of work are often overlooked. A number of activities that would apply here have been previously taken up under comprehension -- numbers 1, 3, 4, 5, 7, and 8 under comprehension of details on pages 39 and 40 and numbers 2, 3, 4, 5, 10, 11, 13, and 14 under comprehension of general ideas on pages 40, 41, and 42. These activities were to be used orally or through dramatization in most instances. Here are some other activities which lend themselves readily to creative work and which can be carried out by the children, themselves:

1. The children can make their own newspaper. It may contain stories, poems, plays, riddles, anecdotes, or other type of composition which the children have written themselves. News items of interest to the members of the class will contribute much in the way of keeping the children posted on the current activities of their classmates. Affairs taking place in the outside world may also be of interest to them. Some art work may be included as well as reports on books and classroom activities of which they may want to keep a record. This paper may be "published" once a month or every two or three months, as the children see fit. Editors chosen to supervise the collecting of material for the different sections of the paper may serve for limited terms or be re-elected if the children so desire. Copies may be mimeographed and sent home after the edition "goes to press". This will be of help in keeping the

parents informed of some of the work done in school and at the same time provide an incentive for the children to want to have something worthwhile of their own in their paper. This should be the work of the children -- not of the teacher. The children should feel free to call upon her for guidance, but they should also be able to feel that this is their paper and that they are the ones who are directing its publication.

2. The children may write stories, poetry or a play to read to the class.
 - a. Each child may write a story, poem or play.
 - b. Each group may write something collectively, with all the children in that group contributing their share. One child is chosen either from that group or one of the others to read it to the class.
3. It is often fun for the children to write descriptions of each other or objects in the room to be read to the class. The others try to guess who or what the answer is from the description.
4. After having read a selection, each child may write a set of questions or riddles either to read to the group himself or to be exchanged so that each child reads someone else's. The other members of the group are to answer them.
5. The children may make a movie based on material from books they have read or something which they have written themselves. When it is completed they might invite another class to see a performance. If only one group is working on it they may give a performance for the other groups in the class. Material from social studies and science units or literature can well be adapted to this type of activity.
6. The children may build a little library of their own. Included in it will be material which they have made themselves, such as:

- a. Collections of stories which the children enjoyed may be made into little booklets. Brief summaries of each story or a selection which the child found particularly enjoyable or interesting, along with one or two pictures connected with it may be included. Since each child will make his own individual selection of stories and write and illustrate them as he wishes, they will all be different. These should be made available for the others to read and may prove helpful to the children in selecting library books for independent reading.
- b. Collections of stories, poetry and plays that the children have written themselves may be placed here for the children's own use. Frequently more interest and pleasure is shown in creative writing when the children know there is a purpose behind it and that their work is to be displayed if it meets the required standards.
- c. Pictures which the children have made to illustrate certain books or stories may be kept in this section of their library.

This, then, should be the children's own library -- arranged and collected by them. They should select the material to be placed in it themselves and set their own standards. The type of library which they will develop will depend largely upon their interests and abilities plus their creative powers.

7. After having read a selection, the children may go to their seats and draw a picture illustrating something from the reading. When this is completed they again form their groups and discuss the part of the story each child has depicted.
8. Each group may make a play from a story which they have read to present to the rest of the class.
9. The children, themselves, often create devices and activities that can be used to help in the reading process. They feel very proud if they do devise something which can be used by other groups as well as their own.

10. The children may make a border design in connection with something they have read.

CHECKS ON SELF-ADMINISTERING MATERIALS.

Constant checks should be kept on the work which the children are doing individually and in groups. The children, as well as the teacher, should know just where they stand, what they are working for and why, otherwise it will become a hit or miss procedure. Frequent discussion of his problems between the teacher and the child is essential. Only when the child is aware of his needs and the progress he is making will the best results be attained.

1. The independent reading chart described in number 1 under library reading on pages 22, 23, and 24 is a good check on individual reading.
2. Most of the material listed under comprehension could be used as checks of material read.
3. A chart containing a list of difficulties to be checked by the teacher and children together once a week is extremely valuable. This can be in the form of a house, or anything else the teacher wishes to use, and called Our Improvement in Reading. The children are checked on their own improvement rather than where they stand in the class. They are then competing with their own records, rather than with the records of other children which may seem impossible for them to equal. There should be a new chart every month so that one can see at a glance the rate of improvement in the various reading skills for a period of four weeks at a time. Here is a suggested list of abilities to be checked:
 - a. Fluency -- eye-span, phrasing.
 - b. Quick word recognition.

- c. Auditory discrimination.
- d. Visual discrimination.
- e. Expression and enunciation.
- f. Independent word analysis.
- g. Comprehension.
- h. General reading habits.

There should be a column left at the end for any remarks that might be added for each child concerning outstanding progress shown or any particular habits to be overcome. Each reading group will probably need its own chart and the children, themselves, should discuss what mark they feel they deserve. Only when the teacher feels that the child's judgment is wrong, and this will not occur often after the children have become accustomed to using this form of record, should she tactfully guide them in bringing about the desired outcome. Both the work accomplished by themselves and that directed by the teacher should be included here. Children quite often are over modest in marking themselves, but the opinions of the other members of the group help in this respect. This improvement chart should be placed on the bulletin board and taken down only as it is being used or when a new one is to replace it. Different colors may be used to designate the various levels of improvement, for example:

- a. Much improvement -- red.
- b. Good improvement -- blue.
- c. Some improvement -- green.
- d. No improvement -- black.

On the following page is a sample chart.

Improvement

in Reading

Week of
October 1 to 5

Week of
October 8 to 12

Week of
October 15 to 19

Much Improvement-
Red
Good Improvement-
Phrasing
green
blue
Some Improvement-
Recognition
green
black

Eye-span, Recognition
blue
No Improvement-
Discrimination
black

Eye-span, Recognition
green
black

Fluency-- Eye-span, Phrasing
Auditory Discrimination
Visual Expression and Enunciation
Independent Word Analysis
Comprehension Reading Habits
Fluency-- Eye-span, Phrasing
Auditory Discrimination
Visual Expression and Enunciation
Independent Word Analysis
Comprehension Reading Habits
Fluency-- Eye-span, Phrasing
Auditory Discrimination
Visual Expression and Enunciation
Independent Word Analysis
Comprehension Reading Habits
Fluency-- Eye-span, Phrasing
Auditory Discrimination
Visual Expression and Enunciation
Independent Word Analysis
Comprehension Reading Habits
General Reading Habits

Remarks

Barbara is a fluent

reader. Her weakest

point is auditory

discrimination.

Dickie is working

for more fluent reading

and to increase eye-span.

Auditory discrimination

is much better.

Susan is working

for fluency (which is

much better) and

expression.

Judy is weak in

auditory perception.

She has excellent

visual perception.

Alan tries hard

but has shown little

improvement. This month

because of his long absence

he reads very

fluently and well.

Sally P.

Alan M.

Judy L.

Susan H.

Dickie C.

Barbara B.

Alan M.

Sally P.

SUMMARY.

The activities and devices⁹ suggested here are some of the many types of materials selected from books¹⁰ and from classroom and remedial reading experience, that may be used. They have been chosen with the thought in mind of gathering material which the children can use independently and which, at the same time, will provide beneficial supplementary work so necessary to efficient teaching. They enable the child to do his own thinking -- and are not intended as material presented merely to keep him busy, so that the teacher can work peacefully with other children. Through these activities, and others which can be readily devised by the teacher and also by the children, the class is kept constructively busy in a manner which is extremely valuable. Not only do they prove helpful to the reading process, but they are also of help in developing powers of judgment and in strengthening the child's personality and character traits.

⁹ The materials and activities selected here are those which seem, from personal experience, to be most easily workable, as well as attaining the best results. Some call for very little preparation on the part of the teacher.

¹⁰ See the Bibliography.

This type of work enables the children to think out what they are doing, not only from the child's view-point, but also from that of the teacher. The children are given opportunity to use their abilities in directing their own leisure time activities in a way which helps them to become better citizens. They are actually working out their own problems and are, themselves, dealing with those that arise spontaneously. In a class organized in this manner, the atmosphere of the room should give the impression that the children, with seemingly little guidance on the part of the teacher, can go from one constructive activity to another in a business-like manner. They know what they are to do -- and do it themselves. They help each other, and responsibility, cooperation, and self-sufficiency are encouraged. To them this is a pleasurable experience, as their interest and whole-hearted cooperation shows.

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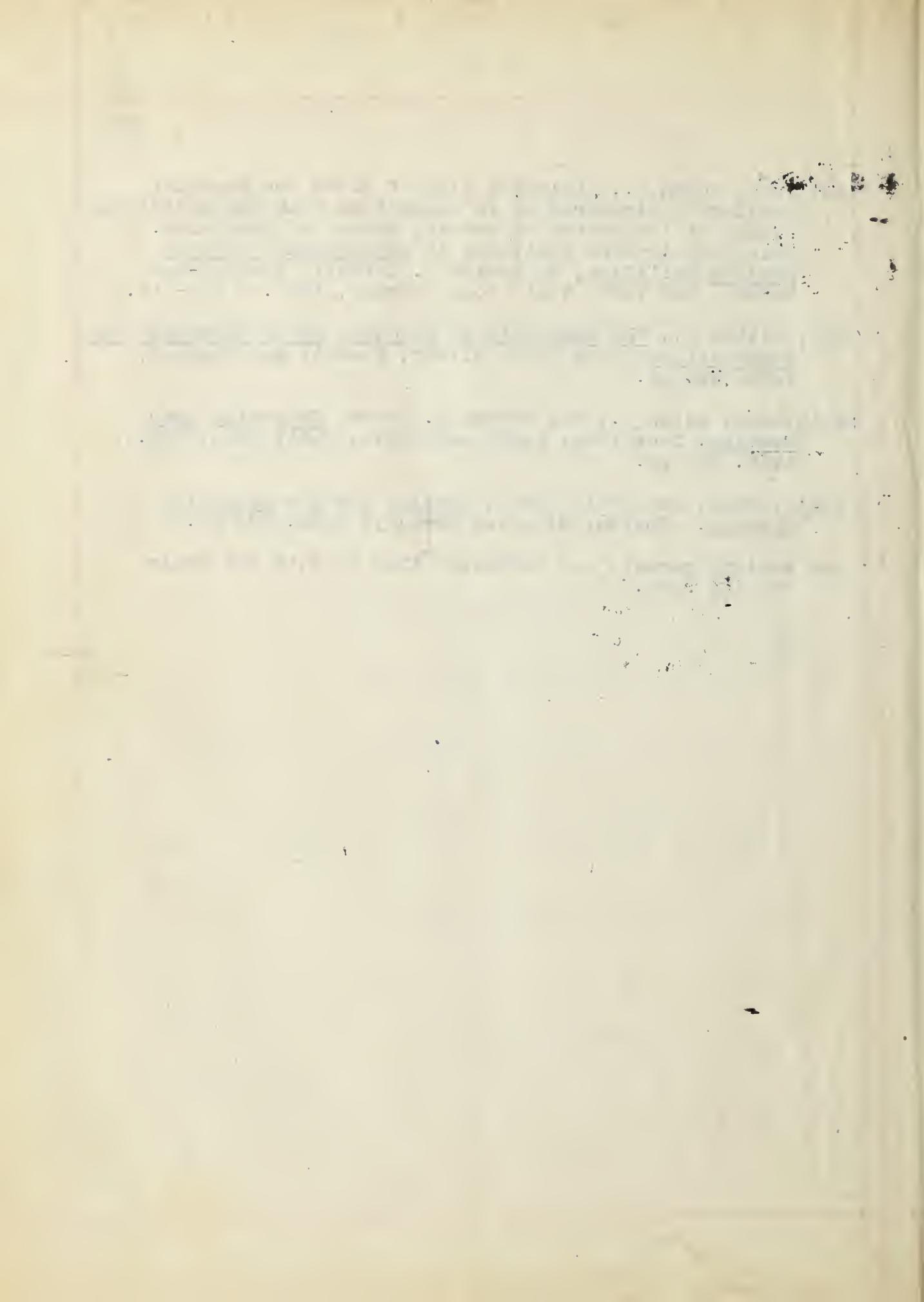
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